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ABSTRACT

Summaries of research and production activities for "Sesame Street" and "The Electric Company" are provided in this quarterly report, as well as information on the Children's Television Workshop's community education services, public affairs, personnel, and merchandise products. A table indicating foreign countries in which these programs were broadcast in English (or in one or more other languages for "Sesame Street") and a financial report are also provided. (CHV)

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Children's Television Workshop

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APPENDICES:

SESAME STREET SCRIPT HIGHLIGHTS

"SHARING THE STREET"

SAMPLE PRESS CLIPPINGS

SESAME STREET QUARTERLY REPORT
TO THE OFFICE OF EDUCATION

JULY - SEPTEMBER, 1978

1. ACTIVITIES AND ACCOMPLISHMENTS

A. The April - June, 1978 Quarterly Report describes a study planned by the Sesame Street Research Division to investigate a subset of segments which present information about deafness and signing. This study was considered an important one, since Linda Bove, a deaf actress, has become a semi-regular cast member on Sesame Street, and since several shows have featured appearances by performers from The Little Theatre of the Deaf. Consequently, throughout the past several broadcast seasons, discussions of deafness and its implications have been presented on the street segments of the show. Both researchers and producers felt a need to assess the effectiveness of these presentations.

The deafness study has been coordinated by Dr. Sam Guskin, Chairman of the Department of Special Education at Indiana University. Dr. Guskin has been assisted by Dr. Miriam Cherkes, Assistant Professor in the Department of Educational Psychology at the University of Connecticut. Dr. Guskin and Dr. Cherkes, serving as consultants to the Children's Television Workshop, have helped Sesame Street researchers plan test items; arrange for logistics of the study; train testers; test subjects; and code and analyze the resulting data. At the present time, data analysis is completed and a draft version of the final report is being written.

The study investigated the kinds of information preschool children learned and the kinds of attitudes they displayed in response to eight test versions of Sesame Street featuring several experimental segments about aspects of deafness. General comprehension measures were performed with a subsample of the children, and motoric/verbal responses to segments featuring sign language were also examined.

During the July - September quarter, researchers worked extensively with Dr. Cherkes to analyze the data for the comprehension portion of the study. Dr. Cherkes prepared an initial draft of the comprehension results and came to the Children's Television Workshop to provide a detailed preview of the resulting information. The revised version of Dr. Cherke's comprehension results, as well as results and interpretation from the rest of the study, will be available during October.

B. The three participants in the Sesame Street character study have submitted draft versions of their final products. The three project participants were: Dr. Dan Anderson of the University of Massachusetts; Dr. Langbourne Rust of New York City's Attribute Research Service; and Dr. Peter Crown from Hampshire College in Northhampton, Massachusetts.

Dr. Anderson has used the slide distractor technique to analyze children's attention to fifteen hours of Sesame Street programming. The material consisted of shows from the first broadcast season of the series and shows from the seventh and eighth season. The programs were selected to present a variety of character roles and situations as portrayed by regular Sesame Street cast

members and muppets. Dr. Langbourne Rust analyzed the data with an eye to providing hypotheses about which kinds of character roles and situations tend to elicit high attention from preschool viewers, as well as identifying those roles which appear to elicit low attention. Dr. Anderson also independently provided his own analysis of the data.

Dr. Peter Crown was engaged on a contractual basis to prepare a taped presentation describing the procedures and results of the study. His videotape represents an experimental format for presenting research results to writers and producers. A draft copy of the videotape has been received at the Children's Television Workshop and has been reviewed by the research staff.

C. Researchers continued meetings with CTW's Operations Divisions to plan the most effective use for a new minicomputer access with the capacity to log and catalog Sesame Street segments. Researchers have been involved in helping to identify what kinds of information should be recorded for each segment, and have begun the task of constructing a computer coding to identify each segment by its Sesame Street curriculum goal or subgoal. During upcoming quarters, the coding design will be completed and the Research and Operations divisions will work together to plan for the actual coding of Sesame Street segments. When this task is completed, Workshop staff will have at their fingertips a compendium of the most relevant information about each segment -- information which has previously been available only after involved searches through several disparate information sources within the Workshop.

D. Members of the research staff met with producers to plan some revisions for the "Thelma Thumb" format, a sequence of animations meant to teach prescience. Suggested revisions were based in part on recommendations from Dr. Cornelia Brunner's study of experimental prescience segments. The final report of this study, which was contracted with Dr. Brunner by the Sesame Street research division, has now been received.

E. Rodney Dennis, a doctoral candidate at the University of Kansas, is serving as the Acting Director of Sesame Street Research Division during this broadcast season. Mr. Dennis is currently completing a study which concerns the effectiveness of different variations of the Sesame Street Sorting/ Classifying segments. Mr. Dennis' study investigates whether certain experimental changes in that format -- such as providing a pause for the viewing child before the answer is presented, or inviting the viewer to guess -- increase children's ability to respond successfully to sorting/ classifying problems.

Mr. Dennis' study will yield suggestions for changes or variations in existing formats in this goal area. His study is one planned as part of a long-term investigation of the use of recurring formats on Sesame Street.

During the present quarter, testers were trained and piloting was completed for the last phase of the study. Testing will be completed during the October - December quarter.

F. Sesame Street researchers attended an in-house seminar chaired by Dr. Edward Palmer, Vice President for Research. The subject of discussion was an introduction to a planned upcoming systematic investigation of recurring formats on Sesame Street. It is hypothesized by the program's producers and researchers that a familiar format can serve as a cue to help preschoolers attain familiarity and competence with certain difficult cognitive tasks and skills. Consequently, Sesame Street (and other productions of the Children's Television Workshop as well) have made liberal use of recurring formats and variations of those formats. As Dr. Palmer pointed out, these formats carry much of the teaching load of the program. At the seminar, plans were discussed for ways of cataloging and exploring the effectiveness of existing formats, and generating additional effective teaching formats.

G. As a consequence of several personnel changes during this quarter, the Sesame Street research group acquired two new researchers during the July - September quarter. Since another staff member had been hired during the April - June quarter a total of three of the five researchers were relatively new to the program. Consequently, during this quarter, a series of training seminars was conducted to acquaint new personnel with policies, methods and functions of the research group.

H. During this quarter, researchers helped to plan for Sesame Street's eleventh broadcast season. This included planning for new curriculum topics and treatments on Sesame Street. Topics were proposed by advisors, producers, or research staff. Each topic was explored by a team of two or more researchers who consulted people working in the area in question, reviewed relevant literature and made recommendations about the suitability of the subject for Sesame Street. Additional exploration and goal documentation will take place over the next several months.

I. Sesame Street researchers completed the Sesame Street Bicultural Report, which assesses the effectiveness of segments concerning the Spanish language and Hispanic culture. The report was discussed at a meeting of the CTW Bilingual Advisory Committee. It was also discussed with writers and producers who were planning possible remote shooting in Puerto Rico for the eleventh season.

J. Researchers prepared a summary of research reports so that the results might be more accessible and understandable to writers and producers.

K. Researchers continued the process of script review and revision for the tenth broadcast season.

L. Researchers prepared Writers' Notebook Guidelines to help writers in creating segments to teach progressively revealed clues.

M. A special investigation was performed into methods and subjects currently being employed in teaching aspects of creativity. Divergent Thinking is one aspect of creativity already included in Sesame Street's curriculum, and the research group wished to identify topics and approaches which might be

suitable for adaptation to Sesame Street's preschool target audience. A review of current projects relevant to this area has been conducted, and a discussion seminar will be scheduled for the October - December quarter.

2. PROBLEMS - No significant problems.

3. SIGNIFICANT EVENTS AND FINDINGS - See Category #1, above.

4. DISSEMINATION ACTIVITIES

A. The Acting Director discussed research plans with Dr. Dan Anderson, of the University of Massachusetts, who was planning a study to identify the effects of segment repetition.

B. The Acting Director discussed research projects for the students of Judith Minton, a professor at Marymount College.

C. The Acting Director discussed dissertation plans with William Petck, a doctoral candidate at the University of Maryland.

D. Two researchers attended a press conference for the television program "Feeling Free," a children's show which presents and discusses children with handicapping conditions.

E. Dr. Lewis Bernstein discussed research methods for the Public Communication Institute of Boston University.

F. Two members of the research division prepared an article about television and children's fears for the German publication Fernsehen Und Bildung.

G. Dr. Bernstein and the current Acting Director, Rodney Dennis, discussed plans for a Sesame Street International Newsletter with member of CTW's International Division.

H. The Associate Director met with Mr. George Sabra, the head of educational television programming in Syria.

I. The Associate Director met with Judith Walker, from Austria, about television and education.

J. A researcher met with three representatives from project INNOTECH in Thailand.

5. CAPTIAL EQUIPMENT ACQUISITION - None.

6. DATA COLLECTION - See Category #1, above.

7. OTHER ACTIVITIES:

Nonbroadcast: Researchers provided review for Sesame Street books, toys, and games being planned by the Products Division.

Public Relations: Researchers briefed members of the Public Relations Division on current research projects and findings.

International: Various members of the research department reviewed a series of programs for Sesamestrasse and Iftah Ya Simsim.

Sesame Street Magazine: Researchers attended meetings to discuss and revise proposed features for issues of the Sesame Street Magazine.

8. STAFF UTILIZATION:

Dr. Lewis Bernstein, Director of Research for Sesame Street, has taken a leave of absence from CTW to work at the University of Jerusalem in Israel. To return in July, 1979.

Rodney Dennis, Doctoral Candidate at University of Kansas will serve as Acting Director in Dr. Bernstein's absence.

9. FUTURE ACTIVITIES:

A. Activities described under Category #1 (A, C, E, F, G, H, J, K, L) are uncompleted or ongoing activities and will continue into the next or future quarter(s).

B. A formative study is being planned to examine aspects of Sesame Street on remote locations. Researchers hope to answer questions which producers are asking about planning for remote segments to be filmed in Puerto Rico and Appalachia. The formative study will make use of segments filmed in Hawaii and New York City.

C. Researchers are planning to study a series of segments planned to introduce a new day care set on Sesame Street. Researchers and producers want to know about viewers' attitudes toward preschool, and particularly, how children slated for entry into preschool programs during January react to the day care segments, which will first be aired in December of 1978. Staff members would like to know if the Sesame Street pieces help to portray preschool as an attractive, desirable setting, and if the segments can be an effective back-drop for teaching certain social skills such as entering social groups.

SESAME STREET PRODUCTION

Sesame Street staff finished taping the first of its New York City remote segments to go into Season X shows. Immediately after that, pre-production began on both the Season X shows and the Christmas Special. The Christmas show was taped in the studio and on location. The first half of Season X shows were taped, focusing heavily on some of the newer curriculum areas such as health, nutrition, and pre-reading.

THE ELECTRIC COMPANY RESEARCH

Research activities on The Electric Company during the July-September period included continuation of the TEC Classroom Utilization Study, participation in a national survey of children's media habits with items related to TEC viewing, and further analysis of data related to TEC from the School TV Utilization Study conducted by the Corporation for Public Broadcasting and the National Center for Educational Statistics.

The information campaign to break down barriers to classroom utilization that began in April '78 is drawing to a close. Responses are still arriving at a rate of approximately 10-15 requests per week. As of September 1st, ten thousand five hundred and twenty eight teachers contacted CTW for further information related to TEC. We intend to continue to send out the information packets for as long as we receive requests. However, we plan to take a final tally of responses in mid-November in order that we can move forward with a follow-up study of teachers who contacted the Workshop for information on TEC. We plan to re-interview a sampling of these teachers to determine whether they have begun to use TEC as a result of having received the TEC information packets.

The final report of TEC completed by Barbara Fowles and included in the appendix of the last quarterly report is in the process of being bound for general distribution.

During the summer we contracted to add a number of questions related to TEC to a national survey of media habits of 2-11 year

kids conducted by the Center for Family Research, Inc., of Princeton, New Jersey in cooperation with the Newspaper Advertising Bureau. Categories of interest on the study questionnaire included:

- parental reports of 2-5 year kids' favorite shows
- parental reports of shows that they encourage their 2-5 year kids to watch
- parental reports of 2-5 year kids' viewership of TSC at home or away from home and reports of recency of TSC viewing by 2-5 year kids
- Six-Eleven year kids' self reports of favorite shows
- Six-Eleven year kids' self reports of recency of TSC viewing and place of viewing (home/school)
- Six-Eleven year kids' self reports of age at which they stopped viewing TSC, where they used to watch and with what frequency

We have just received the first run of data related to the above categories of questions and we expect to release findings later this winter.

Additionally, CTW Research has acquired a copy of the computer tape containing statistics from the School TV Utilization Study conducted by the Corporation for Public Broadcasting. At present, the tape is being re-run to provide us with information related to the percent of teachers in grades pre-kindergarten through six that are currently using TSC -- used the program during the past school year. The data should tell us at what grade level the program is most frequently used as well as tell us how the frequency of TSC's usage in the classroom compares to usage of other ITV programs.

[illegible]

[illegible] report covers the outreach activities of the Community Education Services Division (CES) during the months of July, August and September, [illegible]. It consists of selected highlights of the activities of the National Office and the six field offices. To facilitate review, it is arranged by program category.

[illegible]

[illegible] this summer, CES was involved with a variety of agencies and institutions which sponsor [illegible] programs for young children from economically deprived families. These programs aided in provide meaningful educational and recreational experiences [illegible] for the young children being tutored and the teenagers who served as tutors.

Important to the success of these programs was the training of the tutors, and it is here that CES directed its efforts. In cooperation with the sponsoring groups, CES conducted workshops [illegible] and the [illegible] and the [illegible] materials could be utilized by the tutors in developing learning activities in language arts skills. Lesson planning was emphasized so that the materials would be both educational and enjoyable, and methods were explained of using CES reinforcement materials and follow-up activities to achieve maximum gains.

This summer, CES established contact and worked with the Southern Educational Services in Springfield, Massachusetts.

- The Northern Educational Services of Springfield operated a Day Camp program for approximately 200 children ranging in age from 6 to 12. The children, as well as the counselors, came from low income families. The 30 teenagers who acted as counselors were paid through CETA funds. This summer, these counselors were trained by CES in the use of Sesame Street and The Electric Company as educational resources.

- In the Boston area, CES helped to train 150 teenage tutors and 57 supervisors who were involved with 1600 children in Youth-Tutoring-Youth programs sponsored by the Action for Boston Community Development. These programs were conducted in 10 neighborhoods of Boston. The children and tutors came from economically deprived families.

- The Community Development Program of Chelsea, Massachusetts oversees all the community action activities involving the cities of Chelsea, Revere and Winthrop. This agency is the parent organization for the Tri-City Youth-Tutoring-Youth program. The tutors worked with children, aged 5 to 12, in reading and mathematics. CES trained 44 tutors for this program in Chelsea. In Revere, CES trained 35 tutors, and in Winthrop 32 tutors.

- In Cambridge, Massachusetts, CES conducted a training session for 30 counselors in the Inner City Day Camp of the Cambridge Camping Association. The 720 children enrolled in the camp program came from various neighborhoods of Cambridge. The program ran for four two-week sessions with approximately 180 children per session. The campers and counselors came

from all ethnic, racial, cultural, and economic backgrounds. The CES training sessions was specifically designed to illustrate to the staff how they could utilize The Electric Company as an integral part of their reading tutorial program.

- The Lincoln Hill Camp, located in Foxboro, Massachusetts is a summer overnight camp for mentally retarded and physically handicapped children who range in age from 7 to 14. The camp had 60 campers and a staff of 30 counselors. CES provided the counselors, who were Special Education teachers, with materials to reinforce the lessons and concepts that are presented in Sesame Street and The Electric Company.

- For two days this summer, CES conducted workshops in San Diego, California, sponsored by the San Diego Regional Youth Program for 60 teenage tutors. The teenagers, paid through CETA funds, worked in Early Childhood Centers in San Diego, and their efforts benefitted 600 young children. Because there was a positive response to the workshops, it is anticipated that the San Diego Regional Youth Program will utilize CES services on an even broader basis in the future.

- This summer, the Coalition of Concerned Black Educators of Los Angeles, California, set up and ran summer school programs that were in operation in six sites. The schools, housed in churches throughout Los Angeles, served approximately 1200 children. The staff consisted of 70 teachers who volunteered their services for the summer months. CES participated in planning sessions with the Coalition of Concerned Black Educators, and conducted workshops for the teachers on the utilization of Sesame Street

and The Electric Company and the reinforcement materials. The workshops focused on the curriculum areas of reading, language arts and mathematics.

CES spent two days with approximately 125 children from the inner city of Dallas, Texas. The majority of children were from day care centers and were brought together in a camp program sponsored by the Camp Fire Girls of America (Lone Star Council). The camp was organized for children whose parents could not afford to send them to summer camp. Children who lived in the community near the camp site also attended. CES representatives, on their first visit to the camp, showed CES materials to and held discussions with the counselors and children. CTW letter and number games were used in groups to demonstrate some of the many concepts that are seen on the Sesame Street program. On the second day, CES entertained the children with a puppet show that featured the Sesame Street characters, "The Muppets". After the show, the children were shown how to construct a puppet.

MIGRANT WORKERS

The particular nature of migratory work interrupts the educational process for the children of farm workers. In an effort to provide an ongoing educational experience for the children, CES has developed a cooperative program with the Interstate Migrant Headstart Program of the Texas Migrant Council (TMC), utilizing Sesame Street and the CES materials.

The Headstart program of the TMC is designed with care and foresight to provide as much stability as possible in the educational lives of the children of the farm workers, and the activities of CES are dovetailed

with the TMC to achieve this end. The staff of the Headstart centers travels with the migrant families as they move during the summer months from Texas to locations in Indiana, Illinois, Michigan and Wisconsin.

In January and February, CES staff members from the Southwest and Midwest regions helped to train the directors, teachers, parents, and aides from five TMC Headstart centers located in the Rio Grande Valley of South Texas. In total, these centers serve approximately 500 children. In July, when the families began to migrate to the Midwest the CES Midwestern Administrator continued the training for the TMC staff.

. In Wisconsin there are four TMC Headstart centers that are centrally located and serve approximately 250 farmworker children A CES workshop for 22 TMC Headstart staff members was conducted in Beaver Dam, Wisconsin. In addition to presenting the film, "Sesame Street Esta Donde Quiera", the session included a detailed explanation of how CES materials can be utilized as an integral part of the daily curriculum.

. In Indiana, there are seven TMC Headstart centers located in Tipton, Anderson, Kokomo, Union City, Marion, Sweetsee and Peru. Each center operates from July to September and serves from 60 to 100 children. In July the CES Midwestern Regional Administrator went to Marion, Indiana to conduct a follow-up workshop for the TMC Headstart staff. The workshop, held at the YW-YMCA was attended by 51 staff members of all the centers. The staff included teachers, teachers' aides and administrators. The film, "Sesame Street Esta Donde Quiera" was viewed and CES materials were distributed. Each center was given a supply of marerials in both English and Spanish, and magazines for the children of each center were supplied.

The centers are utilizing Sesame Street Magazines and the Activities Manuals.

- In September, the TMC Headstart project in Oconto, Wisconsin was notified of a grant for the purpose of purchasing video equipment for a Sesame Street viewing center. The video equipment will be used to show the Sesame Street broadcast to farmworker children in the TMC Headstart center. After use in Oconto, the equipment will be sent to Texas for continued use. The TMC is making efforts to obtain additional VTR equipment for its other Headstart centers in Wisconsin and Indiana. CES and the TMC will continue to work closely together in the upcoming year, and expect to expand the CES program.

- CES and the Illinois Office of Education undertook a cooperative effort to provide training in the utilization of CTW productions and CTW/CES materials for the staff of the Title I Migrant Education Program. Throughout the state of Illinois there are eighteen Title I centers serving thousands of children who come from farmworker families. As a means of initiating the project and orienting the staff that works with the children, CES presented an overview of the goals of Sesame Street and The Electric Company at the Title I Migrant Education Annual Conference. The CES film "Sesame Street is Everywhere" was screened for administrators, teachers and teachers' aides. Supplementary print materials for both productions were disseminated.

- The Illinois Office of Education also operated a mobile curriculum van. The van, supplied with materials, traveled around the state and visited each of the 18 sites of the Migrant Education Program at least

twice during the summer. CES supplied the curriculum van with quantities of CTW/CES materials. The materials were distributed to teachers and children . As a result of this distribution, it is estimated that all 4800 farmworker children in the state of Illinois were affected. Among some of the materials were calendars, games Sesame Street Script Highlights Activity Manuals and magazines. Throughout the summer months, CES continued the training begun at the Title I Migrant Education Conference.

- The Title I Migrant School in Diamond Lake, Illinois has an enrollment of approximately 220 migrant and seasonal farmworker children. Because many of the children are from Spanish-speaking families in Texas and Mexico, the school is staffed by bilingual teachers, In the upper grades, most children are bilingual, while in kindergarten and first grade most of the children are monolingual Spanish. As a result of the curriculum van, the children received and used CES materials and supplies. The teachers and aides, who had received training at the Title I Migrant Conference, utilized the Sesame Street and Electric Company materials, and Sesame Street was viewed once a day. For approximately 100 parents, whose children attended the summer session school at Diamond Lake, CES screened the film, "Sesame Street Esta Donde Quiera". The film was preceded and followed by a discussion of how parents can effectively utilize Sesame Street at home with their children and of the important role parents can play in the development of their children's educational skills.

- The Round Lake Title I Migrant School in Round Lake, Illinois operated for eight weeks during the summer months and served approximately 240 children. The children ranged in age from 5 to 14. As part of the

curriculum and as a result of CES training, the school utilized CES materials. Sesame Street and The Electric Company were viewed once a day. Activities to reinforce the concepts seen on the shows were planned by the teachers and conducted with the children after each broadcast.

In July, CES visited the school and had the opportunity to speak, on an individual basis, with teachers and teachers' aides. The teachers were most enthusiastic about the project and found both the television shows and the CES reinforcement materials most effective.

- In order to insure that migrant farmworker children who travel from Texas to Illinois receive quality educational services, the Texas Education Agency sends a monitor to review the schools. CES met in Illinois with the Texas Interstater who monitored the activities of the Title I-funded migrant schools in Illinois. The Interstater had visited each of the 18 sites that are part of the Title I Migrant Education Program, and was most impressed with the utilization and implementation of Sesame Street and The Electric Company. He found that the children and teachers alike were benefitting from and enjoying the broadcasts as well as the CES materials that were used to reinforce the concepts of each broadcast. As a result of his visits, the Interstater now plans to introduce CES materials and services to the Texas Education Agency. To achieve this, he has made contact with the staff members of the CES Southwest region who will provide him with any further assistance he may need.

- CES Southwest region has regularly worked with the Dallas Independent School District by providing workshops for parents, teachers and high school tutors. At the request of the Migrant Education Learning Service of the

Dallas School District, CES in August conducted a special workshop for the tutoring staff, hired under Title I migrant funds, who work with children of migrant workers. The workshop audience was composed of new staff members who had not been exposed to CTW or CES activities and products, as well as resource teachers who provided technical assistance to para-professionals who served as tutors for students from kindergarten through 8th grade. Also in the group were community aides who deal with parental involvement. As part of the workshop, CTW/CES materials were presented and "Sesame Street Esta Donde Quiera" was screened. The workshop was very well received, and plans were made to utilize the Sesame Street Activity Manual and Magazine, as well as the Muppet Gallery.

COMMUNITY EDUCATION PROGRAM

Working through and with governmental agencies, CES is able to make its services and resources available to many different groups of parents, teachers and others working with children. One such network with which CES has established contact is the Community Education Program. The Community Education Program arose in response to the Community Schools Act of 1974. It is committed to using community facilites in a systematic and unified way to improve the quality of life for the total community. It operates through state education agencies, local education agencies and institutions of higher education. One of the goals of the Community Education Progam is to provide a variety of learning opportunities for the residents of a particular community.

In July, CES participated for three days in the Mid-Atlantic Community Education Conference in Williamsburg, Virginia. During the conference, CES

made three presentations to Community Education representatives from Maryland, Delaware, Virginia, West Virginia, North Carolina and South Carolina. The focus of the presentation was on the versatility of Sesame Street and The Electric Company as a supplementary educational tool. As a result of these presentations, CES was requested by various Community Education Program Coordinators in North Carolina to conduct a series of workshops as part of the State funded Community Education Program.

- Winton is a depressed town in the eastern area of North Carolina. Only about thirty percent of the children graduate from high school. The majority of those who drop out enter the farm labor market. CES conducted two workshops in Winton. One was for educational staff who work with children who have special needs, and the other for Headstart, day care, and kindergarten staff. The workshops centered on CES, its materials, and the services it provides. CES will return in the early fall to conduct a series of follow-up workshops.

- Both Sesame Street and The Electric Company are already part of the Charlotte-Mecklenburg School system. The 40 staff members who attended the CES workshop in Charlotte, North Carolina were familiar with both shows. Therefore, CES was able to use this workshop to provide the staff with in-depth information. As a consequence of the workshop, it is anticipated that CES will assist the teachers of the various schools in setting up Electric Company Power Stations.

- In Tryon, located in western North Carolina, CES conducted a workshop for 55 preschool, kindergarten and elementary school teachers and 25 teaching aides. The workshops provided teachers and aides with information

that will enable them to utilize Sesame Street, The Electric Company and CES materials in a more effective manner. CES will return to Tryon in the fall to conduct a workshop geared specifically to parents.

CES conducted two workshops in Shelby, located in Cleveland County, North Carolina. The workshops, which focused on the utilization of Sesame Street, were attended by a total of 115 teachers and teachers' aides who work in Headstart Centers, public and private day care centers, Shelby city schools and Cleveland County schools. In the fall, CES will conduct a series of workshops in Shelby for parents. The CES Administrator has already taped two radio spots which will be used to publicize the parents' sessions.

PRISONS

The Sesame Street Prison Project for correctional institutions is a unique approach to a variety of problems which interfere with the benefits to be derived from prison visiting days. The project, which began as an experiment in a federal correctional institution three years ago, has been replicated in other federal prisons, and has been adopted by state correctional institutions as well. Sesame Street Activity Areas, operated by inmates who have volunteered their services, are established within the visiting section of the institutions. The inmate caregivers are trained by CES. Children coming to the prison go to this Activity Area and, together with the inmate caregivers, watch Sesame Street, read and play games based on the television program, and participate in educational and recreational activities. After the inmate and spouse have visited

they may join the children to participate with them in the activities. These Sesame Street centers have successfully changed the tone of visiting day in the prisons. No longer are visiting days chaotic: with the children fruitfully occupied, the visiting parents can spend some uninterrupted time together, and generally the parents and the children have a more positive visiting day. In addition, the program enhances the self-image of those inmate caregivers who, as volunteers, are participating in constructive and meaningful activities.

Kirkland Correctional Institution is a state prison located in Columbia, South Carolina. CEE has been working very closely with a group of Jay Cee Chapter inmates who desired to start a Sesame Street program. The CEE Appalachian Administrator trained the inmates over the course of several months. In addition to the training provided by CEE, the inmates received basic instruction in early childhood development from students attending a local community college. The CEE training has been quite comprehensive in nature, covering such areas as the curriculum goals of Sesame Street and the role of parents as teachers. Inmates read a book on the latter subject, took notes on it, and engaged in a discussion run by CEE. The inmates have also taken first aid classes.

The inmates have elected to start the project on October 14, 1978. This date was selected because it is the "birthday" of one of the Sesame Street characters. One of the inmates, in order that he could continue to oversee the program at Kirkland, turned down the opportunity to transfer to an open institution and has decided instead to stay in the maximum security facility at Kirkland. The inmate's father, having a

knowledge of and background in architecture, has drawn up plans which will enclose the space that is being used for the Sesame Street program. The Warden has agreed to the renovation and the inmates themselves will do the actual construction.

The Kirkland Day Care's, who documented the development of the Sesame Street program, have won an award from their national organization for the most innovative project undertaken by an institutional Day Care chapter in the state. There are 256 Day Care chapters in South Carolina, and only four awards are given each quarter.

- Minnesota Correctional Facility-Lino Lake, located in Lino Lakes Minnesota, now has a Sesame Street Viewing Center. CSS trained the inmates and staff members who work in the program on the use of Sesame Street. CSS spent five days at the prison training the inmates. The visiting room is in operation from 8:30 a.m. - 5:30 p.m. during the week and on weekends. CSS made contact with the Center for Community Design located in Minneapolis-St. Paul and, as a result, this firm has volunteered to plan the renovation of the Sesame Street viewing area. CSS also got in touch with the American Red Cross, which will conduct first aid courses for the inmates. CSS will return to the institution to provide additional training.

- The Sesame Street Viewing Center program has been adopted by Englewood FCI located in Colorado which houses 500 men. At the request of the prison's Acting Supervisor of Education, CSS spent four days training the six inmates and two staff members who are involved in the project. The training sessions, each lasting four and a half hours,

focused on the utilization of Sesame Street as an educational resource. The curriculum goals of Sesame Street were outlined and discussed. Activities and CSS materials that can be used to reinforce the concepts seen on Sesame Street were demonstrated. The program is to be supervised by a specialist in Education and Counseling. The visiting room is fully equipped with a VTR and CTR/CSS materials and toys. Additional training will be provided by CSS in the future.

. CSS, the John Howard Foundation and the Illinois Department of Correction have developed a comprehensive plan to begin Sesame Street Visiting Center projects in Illinois. These projects have received partial funding and the John Howard Association is attempting to raise additional funds. The John Howard Association is a private non-profit agency involved in criminal justice reform. It is anticipated that initially the Sesame Street Visiting Centers will be set up in the facilities of Dwight (a women's prison) and Joliet (a men's prison). Once these two have been started, the plan calls for expansion into other facilities throughout Illinois. CSS will provide orientation sessions for inmates, parents and the Department of Correction staff and will train those inmates who volunteer to be caregivers. In addition, CSS will provide on-going technical assistance for developing and continuing other projects throughout Illinois. It is expected that training will begin shortly at the facilities at Dwight and Joliet.

. Keepers, a group which provides support services for prison families, has undertaken a project for children whose mothers are visiting the

[illegible] Bureau of Corrections for Men, located in Brooklyn, New York. The committee has received funds from the Ford Foundation and other foundations. The Bangata Project has also studied in the Bureau Human Future Projects: to provide an entertaining and safe environment for children whose mothers are visiting prisoners; to improve the quality of the prison visit; and to maintain and strengthen the family tries during a time of stress. Because of this availability of grants, [illegible] has offered its assistance to and is exploring with the Project Coordinator at Bangata and the Director of Community Affairs at Ford Foundation, the possibility of establishing a Bureau Human component within the project.

- The Bureau Human Center at Bedford Hills Correctional Facility for women has been in operation since November [illegible]. Bedford Hills, located in upstate New York, was the first state institution to adopt the Bureau Human Future Project. [illegible] in conjunction with the staff of the prison set up the project and conducted training sessions for the [illegible] inmates who volunteered to be caregivers. Educators, who volunteered their services, provided additional training to the inmates in early childhood development. The Center which operates on weekends, is supervised by volunteers from the community. In September, in recognition of their dedication to the project and their volunteer efforts to make it successful, [illegible] presented certificates of merit to the inmate caregivers.

- A group of male prisoners at the Green Haven Correctional Facility in Dutchess County, New York, learning of the success of the Bureau Human Training Center at the Bedford Hills Correctional Facility, has formed an ad hoc committee to establish a similar center at Green Haven. This

committee has requested that CES join with them in setting up the project. A meeting between CES and the committee has been scheduled and it is anticipated that CES will work with the inmates, training them and helping them develop and carry out the project.

The Annual Meeting of the Inmates of the Seagoville, Texas, FCI who participate in the Sesame Street program was in the form of a banquet at the Marriott Hotel, attended by 50 people. The CES administrator was the keynote speaker. Some of the inmates who had previously participated in the Sesame Street program and who have been released from prison were also invited to attend. Certificates were awarded to both the present and past Sesame Street participants.

THE ELECTRIC COMPANY POWER STATIONS

Addressing itself to the problems and difficulties that many youngsters experience in the area of language arts, CES developed The Electric Company Power Station. The Electric Company Power Stations, utilizing The Electric Company broadcasts, aim to provide, through club activities meaningful language arts experiences for those children, ages 7 to 10, who are having difficulties in reading and language arts in general.

A pilot Power Station program was initiated last year in Jackson, Mississippi and surrounding areas. Approximately 200 children participated as club members in the initial project. A grant given by WLBT-TV, a local NBC affiliate, was used to hire club leaders. In order that The Electric Company would be aired at the time when the clubs met, the

Mississippi Authority for Educational Television agreed to alter the broadcast time of the show.

This summer, an additional grant was made by WLBT to continue the project. A former VISTA volunteer in the CES Jackson office, has now been engaged as a consultant to continue the development of The Electric Company Power Stations. The head of the Reading Department at Jackson State University has provided ongoing technical assistance, and along with the Southern Regional Administrator and the consultant, has helped to train club leaders. To date, there are seven Power Stations in the Jackson area, located in Jackson, Canton, Madison, Mount Olive, Bolton, and two in Flora.

There are fourteen club leaders who have taken part in a series of training workshops conducted by CES staff and the reading specialist. Discussions and training focused on The Electric Company and its curriculum goals, how The Electric Company can be utilized with the club members and how club leaders can reinforce pre-selected goals of the show.

WLBT plans to produce a video tape about the Power Stations project This will be a documentary about the entire Project - how and why it was started, the training of the leaders, and the many activities in which the children engage. The film will be used to assist other groups that are interested in setting up The Electric Company Power Stations.

. Meetings have been held between CES and the Director of Training for the Southern Region of the Boys Clubs of America which will lead to the use of The Electric Company as a component of the clubs' reading and/or

tutoring programs in the states of Louisiana, Mississippi and Alabama. Preliminary planning is underway for the Director of Training of the Boys Clubs of America to set up workshops for the Boys Clubs of America executive directors in those states. At these workshops, CES will discuss the utilization of The Electric Company. In the meantime, the Southern Region is contacting many Boys Clubs in Alabama to explain to the directors the value of The Electric Company as a supplementary educational tool.

SPECIAL EDUCATION

Reaching those people who work with children with special needs is an important concern of CES. This summer, a CES specialist in the field was invited to speak at the Training Program for Teachers of Children with Mental Retardation which was sponsored by the Department of Public Instruction of North Carolina; sixty-seven teachers attended. At the presentation, Sesame Street programming for children with special needs was highlighted and detailed. Practical suggestions were illustrated on the many ways that Sesame Street can be utilized for the benefit of such children. As a result of the positive feedback that the presentation generated, CES is scheduled to teach, over a two-day period, two courses at the North Carolina Special Education Conference. The courses will be open to all people working with exceptional children. As a result of this activity, CES will have reached most of the "Special Ed" staff members in the state.

PBS/ITV

It is important that PBS stations and ITV organizations throughout the country be kept up to date on CTW productions, and on CES services

and outreach projects being conducted within their respective broadcast areas. In order to insure this, CES initiates and maintains ongoing communication with the personnel of PBS stations and ITV organizations.

- Connecticut Public Television (CPTV) is composed of five television stations: Hartford; Bridgeport; Norwich; Waterbury; and New Haven. After meeting with the Vice President of Community Relations and the Director of Educational Service of CPTV, CES was invited to participate in a Special Educational Conference sponsored by the Connecticut Board of Education and the Hartford Special Education Resource Center. CES' part in the conference was two-fold. At the display booth which CES and CPTV shared, a wide range of CES materials was displayed. This display reached an estimated 1500 administrators, educators and parents from Connecticut, Rhode Island and Massachusetts. In addition, CES conducted a workshop for 50 special education teachers. The workshop focused on the "Special Needs" segments of the Sesame Street broadcasts and the educational curriculum of Sesame Street and how it can be most effectively utilized. CPTV has invited CES to participate in three other upcoming conferences.

- CPTV, through its Education Services division, publishes every two months a newsletter entitled, "Teacher's Television Report". The newsletter is distributed free to all the teachers in the state of Connecticut. CPTV has given CES space in the upcoming November issue to inform teachers of the many CES publications that are available to them.

• CES conducted a workshop at KERA, the PBS station in Dallas, Texas on the utilization of The Electric Company and The Electric Company supplementary materials. The workshop was planned with the ITV Specialist at the station. The specialist maintains contact with teachers in the Dallas Independent School District, who utilize KERA's educational programs. Dallas teachers as well as other ITV staff members attended the workshop. CES plans to participate in future workshops organized by the Instruction Television Service of the station. Of interest is the fact that the current ITV specialist at KERA was formerly the Director of the Sesame Street tutoring program at the Seagoville Correctional Institution in Texas.

• KTXT, the local PBS station in Lubbock, Texas, sponsored a celebration in September to honor the tenth anniversary of Sesame Street. CES was invited to take part in the event. The salute, which took place in a shopping mall, was widely publicized and was called, "Something Special for the Children who Watch Sesame Street". Teachers in the Lubbock Independent School district and in day care centers in the area were notified of the event, and were asked to have their pupils draw pictures of their favorite character or characters on Sesame Street. These pictures were transferred onto slides for television use. During the two day celebration, CES and staff from KTXT ran a Sesame Street booth from which CTW/CES materials were distributed. Approximately 900 children brought by both teachers and parents attended the event and were supplied with cast photographs and magazines.

• At the invitation of WNED-TV (Channel 17), the local PBS station

for the Buffalo, New York area, CES participated in Instructional Television Week, an annual function of the station that focuses on the station's educational broadcasts viewed in school. The emphasis of the ITV Awareness Week was on reading and the ways in which television can be used as a part of the learning process. Following a telecast of Sesame Street and The Electric Company, a CES staff member made two television appearances, discussing the use of Sesame Street, The Electric Company and the CES materials that are available for reinforcement. Telephone questions were taken both during and after the television appearances. CES also conducted six workshops on both Sesame Street and The Electric Company for Buffalo day care center staffs, reading specialists and parents. Approximately 150 people participated in the workshops.

MISCELLANEOUS

- In cooperation with the Title I Coordinator for Parent Activities of the Newark, New Jersey Board of Education and the Title I Central Parents Council, CES has implemented the first phase of a three-phase project to be conducted in that city. Phase I of CES' Newark activities involved a week-long series of workshops for parents of children from sixteen schools located in the inner city. Approximately 250 parents participated in these workshops which focused on ways that Sesame Street can be used by parents to further and foster their children's learning. Phase II of the Newark Project will take place in the early fall and will focus on workshops for teachers and day care staffs.

• A meeting has been held between CES, the Executive Director of the Urban League of Essex County, and the director of the Urban League's day care center. Under the sponsorship of the Urban League, CES will conduct a series of workshops for teachers and day care staff. One workshop for staff members of twenty day care centers has already been scheduled. As part of the program, distribution of CES materials will be made in the low-income areas.

• Another phase of the Newark project will be to work with the Superintendent of Schools and his assistants to encourage the use of both Sesame Street and The Electric Company to develop parental involvement in education. The Urban League will also assist in this effort.

• The Southwest Community Mental Health Center located in Las Cruces, New Mexico, has requested CES' assistance for a Parent Education Program operated for Spanish-speaking farm-worker parents in the area. As part of their preventive health program, the center encourages and assists in the development of effective parenting skills. Arrangements have been made by CES to visit the center and provide training for the staff of the Mental Health Center as well as Headstart directors, teachers, and parents on the use of Sesame Street as a resource in informal environments.

• The Drop-In Child Care Center is part of the maternity and Infant Care Project at the East Los Angeles Health Clinic. The center, located in a Spanish-speaking, low-income area of Los Angeles, California, provides child care and educational experiences for those children who accompany their parents to the clinic. Since March, 1978, this center has served

the children of 500 families. CES conducted a workshop on the utilization of Sesame Street and the follow-up materials for the Center's staff, both paid and volunteer. The staff was most responsive to the workshop, and, as a result, a follow-up workshop is being planned.

. In cooperation with The Educational Opportunity Center of Westchester Community College, CES conducted a six-week exploratory study to learn more about the ways of using The Electric Company as an aid in teaching English as a second language to adults. The students, enrolled in the college's summer session, were of many nationalities, including Polish, Iranian, Hungarian, and Hispanic from Puerto Rico, Latin America and Spain. The teachers involved in the program were trained by CES staff in the use of the show as an instructional resource. The Electric Company was used by the teachers in a variety of ways- introducing a new learning objective; reinforcing ones already discussed; and using the program as the primary teaching method. The standard lesson format used by the teachers consisted of a brief introduction to the show, the viewing of the show, and follow-up activities. During the broadcast, the students were not only attentive and interested, but also actively responsive to what they saw on the screen. Teachers and students alike were enthusiastic about the benefits of The Electric Company in the Adult Education program. The teachers plan to recommend the use of The Electric Company in the fall and spring semesters. The study is being assessed to determine the next steps that need to be taken.

• The West Virginia Department of Welfare has been implementing a training program for its three thousand family day care providers

throughout the state. Over a period of two and a half years, CES has been training the Advisors who supervise the family day care providers, conducting workshops in conjunction with their regional meetings The Advisors in turn train the individual day care providers

The training process for Advisors has been completed and they have distributed to each of their providers a package of CES materials and each of the [illegible]00 children under their care has received at least one Sesame [illegible] Magazine.

CONFERENCES/EXHIBITS

At conferences listed below, CES distributed information about the wide range of CTW/CES materials available for educational purposes. Attendance at these conferences also gave CES the opportunity to answer questions about the use of its materials and to establish relationships with a variety of agencies and individuals who may have need of CES' services.

- Coalition on Children's Television, Los Angeles, California
- Texas Child Care- Who Will Care for the Children, Conroe, Texas
- Symposium on Migrant Affairs - Office of the Governor, Austin, Texas
- Southern California Prison Coalition, Los Angeles, California
- National Association for the Education of Young Children, New York, New York
- Female Offender Forum - National Alliance of Businessmen, Dallas, Texas
- National Urban League - Pre-conference Activities of the National Education Advisory Committee and the Council of Education Specialists, Los Angeles, California

- Association for Communication and Education Technology, San Juan, Puerto Rico

- American Hospital Association Convention, Anaheim, California

CES PUBLICATIONS

CES develops and distributes a variety of publications that help to integrate Sesame Street and The Electric Company into the learning process - at home, in school, and in child care centers. These show-related materials are designed to help teachers, parents, paraprofessionals, Special Education teachers and others make effective use of both Sesame Street and The Electric Company in the education of the children with whom they work.

During this quarter, the following materials were published:

Sharing the Street: Activites for all Children: A fully illustrated 96 page activity manual for individuals working with children with special needs. Activities are based on the Sesame Street curriculum and are designed to allow the participation of children with sensory impairments, physical disabilities, and mental retardation. This book helps to make Sesame Street a learning experience for ALL children.

Sesame Street Script Highlights: The first issues of Script Highlights for the Sesame Street's Tenth Season. These highlights enable parents, teachers and others to review the contents of each Sesame Street show prior to its airing and to plan related activities.

La Galeria de los Muppets: The Spanish version of the Muppet Gallery. This is a booklet about the Muppets, their personalities and the ways they illustrate social skills.

Comments made by volunteer caregivers in the Sesame Street Program at Seagoville, FCI, Seagoville, Texas.

There are many reasons why I like SS. For the most part, it is the most useful learning experience that I have had since I have been down. I have really enjoyed the professional viewpoints that I have gotten from Judy and Sue. I am sure what SS has to offer will make me more productive in dealing with my own son and children in general when I get home. I didn't think that there was so much about children that I didn't know, especially in the areas of behavior and early childhood education. I think that SS work shops are a very good program for education of inmate tutors, making them more aware of the problems of young children and how to deal with them.

DENNIS MASON

16.

The Sesame Street Program

I have been in the CC for the period of one year. I originally had joined the group because of the praise it had been given by several of my acquaintances in the institution. I have since that time grown to love children with all my heart, something that I did not expect in the beginning. This has been without a doubt the most valuable use I have made of my time here. The inmates have to maintain a facade of uncaring aloofness that begins to grate on anyone after a time, a shield against the emotional bruises that one is prone to when thrown together with a group as diverse and unwilling as this population. To be able to lower that shield for a few hours a week, to be able to give of yourself freely, is a gift that the children give without trying. There is no gift that could repay those hours. Self respect, the one thing that becomes most important here, a reflection, I suppose of the real world distilled, is not possible without having real respect from someone. The face of a child is a mirror that shows a man's innermost self, and when that child looks he does not see the facades that we are accustomed to, but the reality that supports it.

The Sesame Street Program seems to do much for the children who suffer the temporary destruction of their families, but it does so much more for the men that participate that it seems to redefine the word Child.

Harold Strauss

15

PUBLIC AFFAIRS

During this quarter, the public information division concentrated its efforts on the preparation of promotional materials for the tenth season of "Sesame Street," and for the celebration of the show's tenth anniversary season.

News releases describing the show's new season, including its curriculum goals, on-location taping in New York City, plans for tenth anniversary activities, and Community Education Services outreach activities were prepared, as well as press kit covers, which incorporate the show's tenth anniversary logo. A full cast photo and photographs drawn primarily from the location-based activities were selected and prepared to accompany the printed material.

Joan Gans Cooney, president of CTW, was honored "as one of the nation's greatest teachers" with an award presented on behalf of Vice President Walter Mondale at International Literacy Day celebrations in Washington, D.C. In July, the NEA presented Mrs. Cooney with the annual Friend of Education Award "for her significant national contribution to American education."

While the use of features and photographs based on the ninth season of Sesame Street has declined, as is normally done, as the season ends, clippings related to the impact of Sesame Street remained at a high level. Release of the results of latest audience impact studies resulted in extensive coverage in newspapers throughout the country, especially in the Washington, D.C.

area where Sesame Street is-when near saturation audiences.

Plans and script preparation were completed for a high-level half-hour film based on ten years of Sesame Street, that will be made available to schools, libraries, community groups and other interested parties during the anniversary year.

Mail during this period was light, as it normally is during the summer months, but continued to be heavily favorable towards the series.

Summary Report on Product Activity

In the quarter ending September 30, 1978, the CTW Products Group activities in product areas related to Sesame Street and The Electric Company included the following:

CTW Magazine Publishing

CTW continued to publish its two magazines, SESAME STREET MAGAZINE and THE ELECTRIC COMPANY MAGAZINE. The magazines were sold through subscriptions and, with Select Magazines, Inc. as our distributor, on newsstands. Sesame Street Summer Book, the September and October issues of SESAME STREET MAGAZINE and the August, September and October issues of THE ELECTRIC COMPANY MAGAZINE were published. These magazines have the same target audiences and curriculum goals as their respective shows.

THE ELECTRIC COMPANY GUIDE DITTO MASTER BOOK, an activity book for use by reading teachers in the classroom, continued to be offered for sale. In addition the EVERYBODY BOOK, a body awareness book for young readers was in the process of being published for direct mail distribution.

Domestic Licensing (including, for the most part, Canada)

In addition to agreements with Addison-Wesley, Guidance Associates, Newsweek, The Council For Exceptional Children, Milton Bradley and National Textbook and others for the production of various teaching aids designed exclusively for in-school use, CTW also had licenses in effect with others for educational toys,

games, books and records, and ancillary products, as follows:

Licensee	Product
Addison-Wesley	supplementary reading materials for pre-reading and sentence comprehension
Avalon	art supplies
Bradley Time	watches, clocks
Burlington Domestics	bed linens, etc.
California Originals	cookie jars
Chatham Blanket	blankets
Child Guidance	hand puppets, toys
Collegeville Flag & Mfg.	costumes
Colorforms	games
Columbus Coated Fabrics	wallpaper
Council for Exceptional Children	teacher guides to special education
Demand Marketing	children's plate dishware
Drawing Board	greeting cards, stationery, other paper products
Fisher-Price	toys
Gabriel Industries	outdoor play sets
Gorham	figurines, cutlery and china
Grosset & Dunlap	books
Guidance Associates	filmstrips on reasoning, problem solving, emotions and interpersonal relationships
Heritage Quilts	quilts
Ice Follies	live performance, related products
Jardine Matheson Ltd.	radios, phonographs, electronic blackboards
Knickerbocker Toy Co.	stuffed dolls, toys

Licensee	Product
Marvel Comics	comic book series specially designed for slow readers
Me-Books	books
Milton Bradley	puzzles, games, activity bulletin boards for in-school use exclusively
National Textbook	Spanish language arts program
Newsweek	filmstrip
Pak-Well	writing tablets
J.C. Penney	children's clothing
Peter Pan Industries	records
Random House	books
Robert Wood Johnson Foundation	dental hygiene learning kits
Sesame Street Records	records
Sight and Sound	music books
Simon & Schuster	books
Synergistics	games
Vera	placemats
Vogart	needlecrafts
Western Publishing	books
Wilton Enterprise	children's kitchen toy sets
Zodiac	pillows

Foreign Licensing

CTW-licensed products similar to most of those mentioned above were available in one or more of the following areas:

Latin America, including Mexico

Europe, including Spain, Holland, Germany, Sweden, Ireland

Far East, including Japan, Australia, New Zealand

Africa and the Near-East

Other

In addition the Workshop during this quarter had contracts in effect with the Ice Follies and Judd Concert Bureau respectively for certain live ice-skating and symphony orchestra performances featuring SESAME STREET characters.

INTERNATIONAL

Foreign countries in which in the quarter ending September 30t 1978 SESAME STREET and THE ELECTRIC COMPANY were broadcast in English and in which SESAME STREET was broadcast in one or more foreign language versions are:

	TEC	SS	Foreign Language SS
Australia	X*	X	
Belgium			X
Bermuda		X	
Brunei		X	
Canada	X	X	
Cuba	X*	X*	
Diego Garcia	X*		
Equador			X
France			X
Germany	X*	X*	X
Greece	X*		
Greenland	X*		
Haiti		X	
Holland			X
Hong Kong		X	
Iceland	X*	X*	
Ireland		X	
Italy	X*	X*	X
Japan	X*	X	
Korea	X*	X*	
Liberia		X*	
New Zealand		X	
Nigeria		X	
Northern Ireland		X	
Panama	X*	X*	
Philippines		X	
Puerto Rico		X*	X
Saudia Arabia		X	
Scotland		X	
Spain	X*		X
St. Kitts		X	
Trinidad & Tobago		X	
Turkey	X*	X*	
United Kingdom		X	

*Armed Forces Radio and Television Services

CONTRACT FINANCIAL REPORT (Dollars in thousands) (See instructions before preparation)	1 [redacted] Quarter Ending 9-30-78	2 No. of Work Days 64	3 Contract No. 300-78-0211	Form Approved Budget Bureau No. 85R0035 Sheet 1 of 1

4 To: U.S. Office of Education Grant & Procurement Management Div. 400 Maryland Avenue SW Washington, D.C. 20202 Rm. 5680	5 From: Children's Television Workshop 1 Lincoln Plaza New York, NY 10023	6 Contract Value $2,500,000	7 Contract Type Cost Type Contract
		8 Funded Contract Amount $2,500,000	9 Amounts Billed $2,500,000

10 Program/Scope of Work	11 Signature and Title of Authorized Representative	12 Preparation Date	13 Payments Received
Ninth Season of Sesame Street and related community Education Services	Joseph A Oleshe Associate Director-Taxes & Reporting	11/15/78	$2,000,000

14 Appropriation (or Fund Citation) and/or Reporting Category	15 Cost Incurred/Contract Earnings			16 Planning Data (For Agency use only)			
	Cum. Actual End of Prior [redacted] Quarter a	Actual/ [redacted] Current [redacted] Quarter (note) b	Cumulative Actual/ [redacted] Date c	a	b	c	d
	$	$	$				
Costs previously reported in one amount on Form HEW-601T	$6,960,500						
Current Quarter (note)		$293,100					
Total Costs, as per details submitted on voucher CTW-02							
Program Production			$6,661,500				
Community Education - Services			592,100				
17 TOTAL	$6,960,500	$293,100	$7,253,600				

FORM HEW 515-4/69

Note: The amounts reported at end of prior quarter were based on unaudited figures at July 1, 1978 and before the signing of contract. Cumulative actual to date are based on final audited figures at July 1, 1978. The current quarter figures represent the difference in the two amounts and do not represent additional costs in the quarter ended 9-30-78.

CONTRACT FINANCIAL REPORT (Dollars in thousands) (See instructions before preparation)	1 For [redacted] Ended	2 No. of Work Days	3 Contract No.	Form Approved Budget Bureau No. 85R0035
	Quarter 9-30-78	64	Pending - Note	Sheet 1 of 1

4 To: DHEW - U.S. Office of Education Grant & Procurement Management Division 400 Maryland Ave. S.W. Rm. 5680/ROB 3 Washington, D.C. 20202	5 From: Children's Television Workshop 1 Lincoln Plaza New York, NY 10023	6 Contract Value $2,500,000 - note	7 Contract Type Cost Type Contract
		8 Funded Contract Amount $2,500,000 - note	9 Amounts Billed $ None
10 Program/Scope of Work: Tenth Season of Sesame Street and related Community Education Services	11 Signature and Title of Authorized Representative: Joseph A Aleshe, Associate Director - Taxes & Reporting	12 Preparation Date 11/15/78	13 Payments Received $ None

14 Appropriation (or Fund Citation) and/or Reporting Category	15 Cost Incurred/Contract Earnings: Cum. Actual End of Prior [redacted] Quarter a	Actual/Estimated Current [redacted] Quarter b	Cumulative Actual/Estimated To Date c	16 Planning Data (For Agency use only): a	b	c	d
	$	$	$				
Program Production	$735,400	$1,448,200	$2,183,600				
Community Education Services	---	120,300	120,300				
17 TOTAL	$735,400	$1,568,500	$2,303,900				

FORM HEW 5154/69

Note: It is assumed that office of Education will award a contract under Terms and Conditions similar to contract No. 300-78-0211.